



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 12091532
SAU: MSAD 15
School: Burchard A Dunn School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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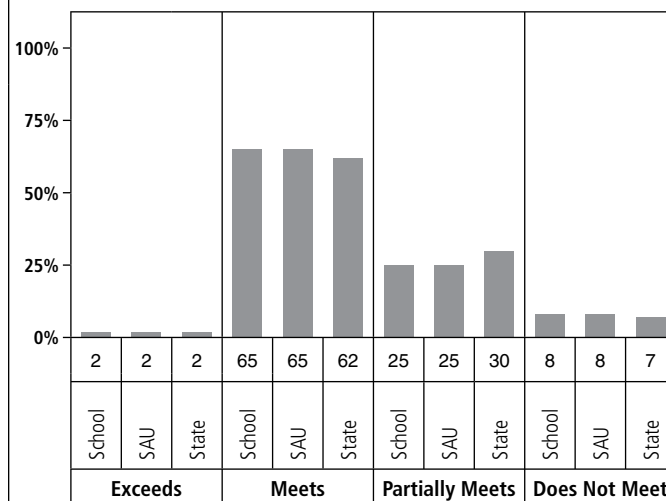
SUMMARY OF SCORES

Test Date: March 2008
Grade: 3
SAU: MSAD 15
School: Burchard A Dunn School

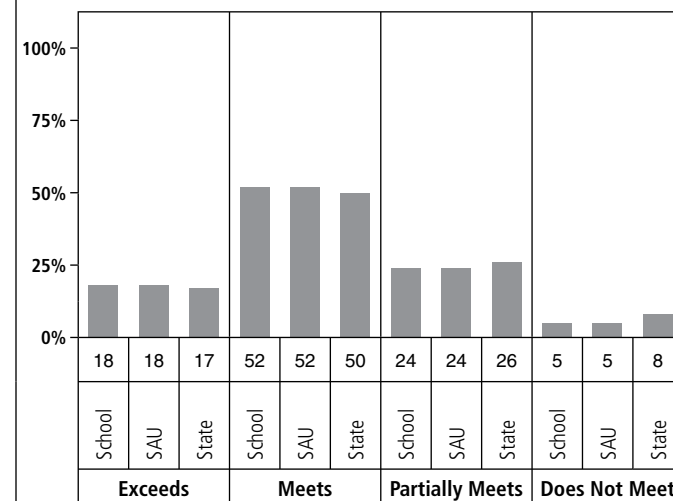
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	346	346	345
2006–2007	345	345	345
2007–2008	346	346	344
Cum. Avg. *	346	346	345
Mathematics			
2005–2006	341	342	344
2006–2007	347	347	347
2007–2008	348	348	347
Cum. Avg. *	345	346	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 3
 SAU: MSAD 15
 School: Burchard A Dunn School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																											
							ELA-Reading						Mathematics																					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State					
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students	133	100	133	100	13803	100	133	100	133	100	13714	99	133	100	133	100	13710	99																
Ethnicity African American/Black	3	2	3	2	399	3	3	100	3	100	391	98	3	100	3	100	392	98																
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99																
Asian or Pacific Islander	1	1	1	1	210	2	1	100	1	100	205	98	1	100	1	100	206	98																
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98																
Caucasian/White	129	97	129	97	12916	94	129	100	129	100	12846	100	129	100	129	100	12839	99																
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																
Identified disability	20	15	20	15	2358	17	20	100	20	100	2333	99	20	100	20	100	2329	99																
Current LEP	2	2	2	2	371	3	2	100	2	100	357	96	2	100	2	100	361	98																
Economically disadvantaged	39	29	39	29	5584	40	39	100	39	100	5535	99	39	100	39	100	5530	99																
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100																

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	105	79	105	79	10650	77	105	79	105	79	10678	77												
Identified disability (PET/IEP)	4	4	4	4	475	4	4	4	4	4	479	4												
LEP	0	0	0	0	151	1	0	0	0	0	149	1												
504 plan	1	1	1	1	83	1	1	1	1	1	85	1												
Participation with accommodations	27	20	27	20	2936	21	27	20	27	20	2911	21												
Identified disability (PET/IEP)	15	56	15	56	1735	59	15	56	15	56	1729	59												
LEP	1	4	1	4	197	7	1	4	1	4	208	7												
504 plan	2	7	2	7	49	2	2	7	2	7	47	2												
Other	10	37	10	37	986	34	10	37	10	37	958	33												
Participation through alternate assessment (PAAP)	1	1	1	1	123	1	1	1	1	1	121	1												
Identified disability (PET/IEP)	1	100	1	100	123	100	1	100	1	100	121	100												
LEP	1	100	1	100	4	3	1	100	1	100	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0												
Non-participation – other	0	0	0	0	80	1	0	0	0	0	81	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 15
School: Burchard A Dunn School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	2	1	2	2	352	3
	2006-2007	4	3	4	3	332	2
	2007-2008	3	2	3	2	227	2
	Cum. Total*	9	2	9	2	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	86	64	87	65	8641	62
	2006-2007	90	62	90	62	8691	63
	2007-2008	86	65	86	65	8403	62
	Cum. Total*	262	64	263	64	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	40	30	38	29	3671	27
	2006-2007	48	33	48	33	3781	27
	2007-2008	33	25	33	25	4018	30
	Cum. Total*	121	29	119	29	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	6	4	6	5	1163	8
	2006-2007	4	3	4	3	1021	7
	2007-2008	10	8	10	8	938	7
	Cum. Total*	20	5	20	5	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	28.8	62.6	28.8	62.6	27.6	60.0
Literary Text	23	50	14.5	63.0	14.5	63.0	14.1	61.3
Informational Text	23	50	14.3	62.2	14.3	62.2	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: MSAD 15
 School: Burchard A Dunn School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	132	3	2	86	65	33	25	10	8	346	132	2	65	25	8	346	13586	2	62	30	7	344
Ethnicity																						
African American/Black	3										3						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	1										1						203	1	60	31	8	344
Hispanic	0										0						158	1	52	36	11	342
Caucasian/White	128	3	2	83	65	32	25	10	8	346	128	2	65	25	8	346	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	12	63	6	32	1	5	344	19	0	63	32	5	344	2210	0	32	48	20	338
No	113	3	3	74	65	27	24	9	8	346	113	3	65	24	8	346	11376	2	68	26	4	346
Current LEP																						
Yes	1										1						348	1	36	45	19	339
No	131	3	2	85	65	33	25	10	8	346	131	2	65	25	8	346	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	38	0	0	23	61	13	34	2	5	344	38	0	61	34	5	344	5450	1	49	39	11	341
No	94	3	3	63	67	20	21	8	9	346	94	3	67	21	9	346	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	132	3	2	86	65	33	25	10	8	346	132	2	65	25	8	346	13581	2	62	30	7	344
Gender																						
Female	66	2	3	41	62	19	29	4	6	346	66	3	62	29	6	346	6567	3	65	27	5	345
Male	66	1	2	45	68	14	21	6	9	345	66	2	68	21	9	345	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	3	30	5	50	2	20	339	10	0	30	50	20	339	2004	0	37	49	14	339
No	122	3	2	83	68	28	23	8	7	346	122	2	68	23	7	346	11582	2	66	26	6	345
Gifted/talented program																						
Yes	9	1	11	8	89	0	0	0	0	356	9	11	89	0	0	356	125	11	87	2	0	355
No	123	2	2	78	63	33	27	10	8	345	123	2	63	27	8	345	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 3

SAU: MSAD 15

School: Burchard A Dunn School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	0	0	0	0	1	100	328	1	0	0	0	100	328	6	0	43	39	18	340
B. less than one hour	78	3	3	68	67	24	24	6	6	346	78	3	67	24	6	346	79	2	65	28	5	345
C. one to two hours	17	0	0	16	73	6	27	0	0	346	17	0	73	27	0	346	12	2	60	31	7	344
D. more than two hours	5	0	0	2	33	1	17	3	50	337	5	0	33	17	50	337	3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	23	0	0	17	57	8	27	5	17	343	23	0	57	27	17	343	29	3	62	28	7	345
B. They match some of what I have learned.	39	3	6	33	65	13	25	2	4	348	39	6	65	25	4	348	48	2	67	27	4	345
C. They match just a little of what I have learned.	28	0	0	27	73	9	24	1	3	346	28	0	73	24	3	346	15	1	56	34	9	343
D. There is no match.	9	0	0	8	67	2	17	2	17	345	9	0	67	17	17	345	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	39	3	6	33	65	13	25	2	4	348	39	6	65	25	4	348	42	3	67	24	6	346
B. good	48	0	0	43	68	15	24	5	8	345	48	0	68	24	8	345	46	1	62	32	5	344
C. fair	12	0	0	9	56	4	25	3	19	342	12	0	56	25	19	342	10	0	48	42	10	341
D. poor	1	0	0	1	100	0	0	0	0	352	1	0	100	0	0	352	2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	27	0	0	17	49	10	29	8	23	341	27	0	49	29	23	341	22	1	48	38	12	341
B. about the same as my regular schoolwork	55	1	1	55	77	14	20	1	1	348	55	1	77	20	1	348	57	2	68	26	4	346
C. easier than my regular schoolwork	18	2	8	13	54	8	33	1	4	347	18	8	54	33	4	347	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	24	0	0	19	61	9	29	3	10	343	24	0	61	29	10	343	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	47	2	3	37	61	17	28	5	8	345	47	3	61	28	8	345	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	29	1	3	29	76	6	16	2	5	349	29	3	76	16	5	349	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	18	2	9	13	57	7	30	1	4	348	18	9	57	30	4	348	19	3	65	27	6	346
B. 20 minutes to an hour	61	0	0	57	72	17	22	5	6	346	61	0	72	22	6	346	47	2	68	25	5	346
C. less than 20 minutes	6	0	0	5	63	2	25	1	13	344	6	0	63	25	13	344	19	1	56	35	8	343
D. I rarely read at home.	15	1	5	11	55	5	25	3	15	344	15	5	55	25	15	344	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	26	1	3	21	64	9	27	2	6	347	26	3	64	27	6	347	28	1	56	33	9	343
B. six to ten pages	23	1	3	20	67	7	23	2	7	345	23	3	67	23	7	345	23	1	63	29	7	344
C. eleven or more pages	51	1	2	43	66	16	25	5	8	346	51	2	66	25	8	346	49	2	65	27	6	345
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	338	100	0	0	100	0	338						
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 15
School: Burchard A Dunn School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	7	5	7	5	1295	9
	2006-2007	14	10	14	10	1985	14
	2007-2008	24	18	24	18	2277	17
	Cum. Total*	45	11	45	11	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	58	43	58	44	6852	49
	2006-2007	82	56	82	56	6990	51
	2007-2008	69	52	69	52	6764	50
	Cum. Total*	209	51	209	51	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	49	37	49	37	4081	29
	2006-2007	42	29	42	29	3673	27
	2007-2008	32	24	32	24	3504	26
	Cum. Total*	123	30	123	30	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	20	15	19	14	1638	12
	2006-2007	8	5	8	5	1193	9
	2007-2008	7	5	7	5	1044	8
	Cum. Total*	35	8	34	8	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.2	61.3	9.2	61.3	9.2	61.3
Cluster 2: Shape and Size	14	29	10.1	72.1	10.1	72.1	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.3	66.0	3.3	66.0	3.2	64.0
Cluster 4: Patterns	14	29	9.4	67.1	9.4	67.1	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: MSAD 15
 School: Burchard A Dunn School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	132	24	18	69	52	32	24	7	5	348	132	18	52	24	5	348	13589	17	50	26	8	347
Ethnicity																						
African American/Black	3										3						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	1										1						204	18	48	25	9	347
Hispanic	0										0						159	6	50	31	13	342
Caucasian/White	128	23	18	67	52	31	24	7	5	348	128	18	52	24	5	348	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	19	1	5	14	74	4	21	0	0	348	19	5	74	21	0	348	2208	6	35	37	21	338
No	113	23	20	55	49	28	25	7	6	348	113	20	49	25	6	348	11381	19	53	24	5	349
Current LEP																						
Yes	1										1						357	8	29	37	26	336
No	131	24	18	68	52	32	24	7	5	348	131	18	52	24	5	348	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	38	6	16	19	50	11	29	2	5	346	38	16	50	29	5	346	5452	9	45	33	12	343
No	94	18	19	50	53	21	22	5	5	349	94	19	53	22	5	349	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	132	24	18	69	52	32	24	7	5	348	132	18	52	24	5	348	13584	17	50	26	8	347
Gender																						
Female	66	10	15	33	50	18	27	5	8	346	66	15	50	27	8	346	6565	15	49	27	8	347
Male	66	14	21	36	55	14	21	2	3	350	66	21	55	21	3	350	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	4	40	4	40	2	20	337	10	0	40	40	20	337	2004	5	39	41	15	339
No	122	24	20	65	53	28	23	5	4	349	122	20	53	23	4	349	11585	19	52	23	6	349
Gifted/talented program																						
Yes	9	6	67	3	33	0	0	0	0	369	9	67	33	0	0	369	125	70	30	0	0	366
No	123	18	15	66	54	32	26	7	6	347	123	15	54	26	6	347	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 3

SAU: MSAD 15

School: Burchard A Dunn School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	0	0	0	0	1	100	324	1	0	0	0	100	324	6	9	40	33	18	340
B. less than one hour	78	21	21	52	51	24	24	4	4	349	78	21	51	24	4	349	79	18	52	24	6	348
C. one to two hours	17	3	14	15	68	4	18	0	0	351	17	14	68	18	0	351	12	16	48	27	8	347
D. more than two hours	5	0	0	1	17	4	67	1	17	333	5	0	17	67	17	333	3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	27	7	20	17	49	8	23	3	9	347	27	20	49	23	9	347	37	22	50	22	6	350
B. They match some of what I have learned.	48	14	23	33	53	14	23	1	2	351	48	23	53	23	2	351	46	16	53	25	6	348
C. They match just a little of what I have learned.	16	3	14	12	57	6	29	0	0	349	16	14	57	29	0	349	12	9	44	36	11	342
D. There is no match.	9	0	0	7	58	3	25	2	17	341	9	0	58	25	17	341	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	38	13	27	22	46	11	23	2	4	352	38	27	46	23	4	352	39	25	48	20	7	350
B. good	49	9	15	38	61	12	19	3	5	348	49	15	61	19	5	348	46	14	52	27	7	347
C. fair	11	2	14	5	36	6	43	1	7	342	11	14	36	43	7	342	12	8	49	35	9	343
D. poor	2	0	0	1	50	1	50	0	0	345	2	0	50	50	0	345	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	19	6	24	11	44	7	28	1	4	347	19	24	44	28	4	347	17	7	41	35	17	340
B. about the same as my regular schoolwork	55	11	15	39	54	20	28	2	3	348	55	15	54	28	3	348	59	18	53	24	5	349
C. easier than my regular schoolwork	26	7	21	19	56	5	15	3	9	350	26	21	56	15	9	350	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	31	4	10	19	48	13	33	4	10	344	31	10	48	33	10	344	32	13	47	30	10	345
B. two or three days a week	25	8	24	20	61	5	15	0	0	353	25	24	61	15	0	353	30	20	52	23	5	349
C. two or three times each month	21	8	30	15	56	3	11	1	4	353	21	30	56	11	4	353	19	20	53	21	6	350
D. never or almost never	23	4	13	14	47	11	37	1	3	346	23	13	47	37	3	346	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	7	0	0	2	22	4	44	3	33	332	7	0	22	44	33	332	7	5	34	40	20	338
B. two or three days a week	8	3	30	4	40	2	20	1	10	348	8	30	40	20	10	348	18	15	50	27	8	346
C. two or three times each month	23	7	23	17	57	6	20	0	0	350	23	23	57	20	0	350	28	21	53	21	4	350
D. never or almost never	63	14	17	46	56	20	24	2	2	350	63	17	56	24	2	350	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	13	3	18	7	41	7	41	0	0	346	13	18	41	41	0	346	16	8	42	36	13	342
B. 30–45 minutes	31	3	8	23	58	11	28	3	8	344	31	8	58	28	8	344	30	14	53	26	7	347
C. 45–60 minutes	45	13	22	30	51	13	22	3	5	350	45	22	51	22	5	350	32	22	51	22	5	350
D. more than 60 minutes	11	5	33	9	60	1	7	0	0	357	11	33	60	7	0	357	22	20	49	23	7	349
Optional school/SAU question																						
A.	100	0	0	0	0	0	0	1	100	324	100	0	0	0	100	324						
B.	0										0											
C.	0										0											
D.	0										0											

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